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ABSTRACT

This handbook has been developed as a guide for a self-appraisal of a kindergarten curriculum. It contains sections that help individuals develop a philosophy of and rationale for a kindergarten program; formulate a checklist that shows the outcomes expected of children at the conclusion of the kindergarten program; list the curriculum areas of the program and the concepts and skills included in each area; evaluate the present program in the areas of the learning and interpersonal environments, staffing, and parent/community relations; list available resources; outline the needs of and recommendations for the program; prepare a checklist of the essential skills required of students in each curriculum area; and prepare a brief program description. (Author/IRT)

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CURRICULUM REVIEW HANDBOOK

EARLY CHILDHOOD

Oklahoma State Dept. of Education

1981-82

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FOREWORD

We hope this Handbook will be of assistance to each of you who use it as a self-inventory and as an assessment of your individual program. The State Department of Education is here to assist you in your teaching endeavor.

Leslie Fisher

Leslie Fisher

State Superintendent
of Public Instruction

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INTRODUCTION

This handbook has been developed as a guide for reviewing the kindergarten curriculum in your school. The format was designed to provide uniformity within curriculum areas K-12.

The purpose of the guide is to assist you in developing a curriculum which will meet the needs of the kindergarten children in your community. The examples given are suggestions, to get you started on formulating an effective, individualized kindergarten curriculum.

PHILOSOPHY AND RATIONALE

As you answer questions 1 through 4 you will be formulating the Kindergarten philosophy for your school. Question 5 will enable you to develop a rationale.

1. What do we believe about the unique nature of our Kindergarten program?

2. What do we believe about the students we teach?

3. What do we believe about our responsibilities as educators?

4. What do we believe about the ultimate purpose of education?

5. Review responses to above questions, then explain why kindergarten is included in your school's curriculum.

STUDENT OUTCOMES

Formulate a checklist showing expected student outcomes at the conclusion of the kindergarten program.

Example:

Personal	most of the time	some of the time	not yet
1. takes care of personal needs			
2. communicates needs			
3. shows self esteem			
4. demonstrates positive attitude			
5. gives attention for reasonable length of time			
6. follows directions			
7. completes a task			
8. makes choices and solves problems			
Social			
1. shares and takes turns			
2. respects rights and property of others			
3. follows school rules			
4. participates in group			
Cognitive (language)			
1. speaks in complete sentences			
2. relates experiences to the group			
3. contributes ideas for oral language experiences			
4. repeats nursery rhymes and sings songs			
5. participates in dramatic play			
6. can relate name, address and telephone number			
7. counts from 1-20			
8. names ordinals 1st - 5th			

	most of the time	some of the time	not yet
(auditory)			
1. follows a three-step verbal direction			
2. responds to rhythmic patterns			
3. listens to and enjoys stories			
4. interprets main idea of story			
5. identifies rhyming words			
6. hears beginning sounds of words			
7. discriminates between high-low loud-soft			
(visual)			
1. recognizes likenesses and differences			
2. identifies eight colors			
3. recognizes four basic shapes			
4. recognizes numbers 0-10			
5. matches numerals to groups of things			
6. classifies objects			
7. recognizes patterns			
8. recognizes name			
9. recognizes upper and lower case alphabet letters			
10. matches upper case letters to lower case letters			
11. matches words to those in labels and signs			
Motor (gross)			
1. runs, hops, jumps, gallops and skips			
2. throws and catches a ball			
3. walks balance beam without stepping off			
4. knows right and left			

(fine)

	most of the time	some of the time	not yet
1. uses crayon and pencil effectively			
2. can cut with scissors			
3. assembles picture puzzle (20 to 25 pieces)			
4. strings beads			
5. uses various art media			

EDUCATIONAL PROGRAM: OUTLINE, CONCEPTS, SKILLS

1. List all curriculum areas to be included in the kindergarten program.

2. List major concepts and skills of each curriculum area.

EXAMPLE:

I. COMMUNICATIONS

1. Listening
2. Oral language
3. Reading readiness
4. Appreciation of literature
5. Writing

II. SOCIAL STUDIES

1. Appreciation of self
2. Immediate environment
3. Problem-solving techniques for daily living
4. Foundations for appreciation of our heritage
5. Beginning basic understandings of economics

III. MATH

1. Shape, size and quantity
2. Classification
3. Patterning
4. Mathematical terms (such as more than, less than, equal to, etc.)
5. Rote counting
6. Numeral recognition
7. Matching numerals to groups of things
8. Seriation

IV. SCIENCE

1. Appreciation of the environment
2. Knowledge of characteristics and habits of plants and animals
3. Awareness of basic scientific principles of magnetism, flotation, temperature, weight, etc.
4. Safety
5. Health

V. MOTOR DEVELOPMENT

1. Gross Motor Skills
   a. Hopping
   b. Galloping and skipping
   c. Balance
   d. Climbing
   e. Bouncing, catching, and kicking a ball
   f. Using movement creatively to further motor development

2. Fine Motor Skills
   a. Cutting
   b. Stringing beads
   c. Working puzzles
   d. Using pencil and crayons
   e. Using art media

3. Creative Movement

VI. HEALTH AND SAFETY

VII. ART

1. Color recognition
2. Eye-hand coordination
3. Freedom of expression with a variety of art media

VIII. MUSIC

1. Freedom of expression with a variety of musical experiences
2. Sings simple songs
3. Responds to musical dynamics

The following pages are provided for your program plan. Add extra pages when needed.

3. Select one concept or skill from a curriculum area and share how it is interrelated with other curriculum areas.

4. State practical (or life-long) skills formulated by the curriculum.

EVALUATION OF PRESENT PROGRAMS

Use answers to the previous questions and the following example to compose a checklist for an evaluation of your program.

EXAMPLE:

The Learning Environment:

Physical

1. Can children move about freely in environment?
2. Is furniture flexible, easy to move and child size?
3. Is furniture arranged so that children can play alone as well as in a group?
4. Are storage areas convenient to work space?
5. Is there easy access to child-size bathroom facilities?
6. Is water readily available for arts, plants and animals and cooking projects?
7. Are quiet areas and noisy areas well separated from each other?
8. Can furniture be arranged so that is is possible to open up a large area for rhythmic and physical activities?
9. Does each child have a special place for possessions?
10. Is the room alive with the work of children -- not only the best, but of all children?
11. Does the outdoor play area have adequate space and challenging equipment?
12. Do you have appropriate places in your room for these work areas?

Blocks	Science and Cooking
Art	Music and Movement Exploration
Listening Center	Library
Construction	Manipulatives
Dramatic Play	Language

List materials and equipment that are provided for each work area.
List materials and equipment that are needed for each work area.

WORK AREA	PROVIDED	NEEDED
Blocks		
Art		
Listening Center		

WORK AREA	PROVIDED	NEEDED
Construction		
Dramatic Play		
Science And Cooking		

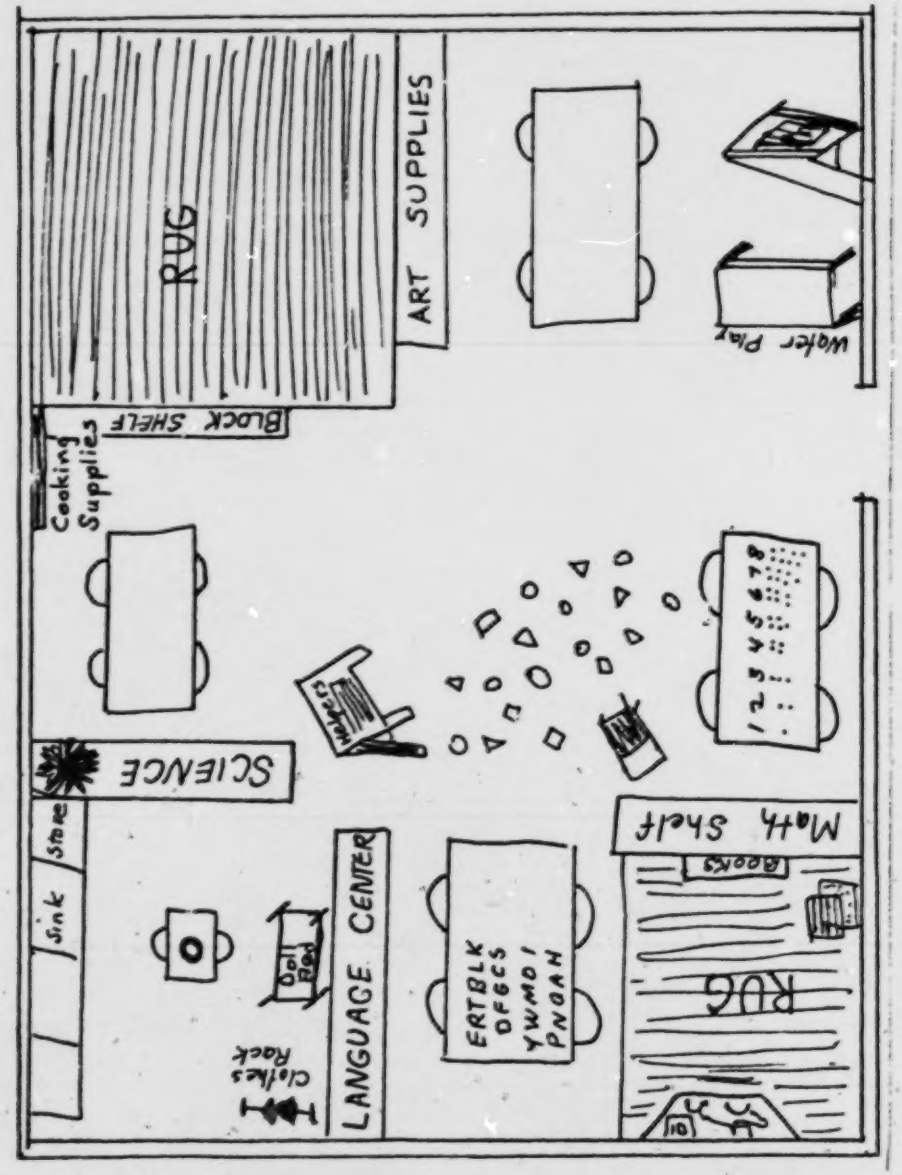
WORK AREA	PROVIDED	NEEDED
Music and Movement Exploration		
Library		
Manipulatives		

WORK AREA	PROVIDED	NEEDED
Language		

ROOM ARRANGEMENT

Design a room arrangement that provides work areas for children to work individually and in small groups. The arrangement should also include an area for large group activity. Use the example below to aid you in your design.

CLASSROOM WITH MULTIPLE LEARNING CENTERS



Interpersonal Environment

1. Is there an overall atmosphere of warmth and caring?
2. Is there a feeling of trust and respect between children and adults in the classroom?
3. Have the individual needs of children been considered in setting up classroom procedures?
4. Are the routines and limits reasonable, clearly understood and consistently applied?
5. Is there an atmosphere of freedom that allows children to become self-directed and to learn from their peers?
6. Are children's ideas incorporated into classroom planning?
7. Do children receive positive reinforcement in an accepting environment that allows them to experiment without the fear of failing?
8. Are children challenged by experiences that are meaningful to them and require their active participation?

Staffing

1. Are the needs of kindergarten children provided for by trained specialists in the school?
2. Is the classroom teacher an energetic and accepting person with an up-to-date knowledge of child development and early childhood?
3. Do the school personnel consult and work together for the betterment of individual children? Do they serve as effective role models?
4. Does the teacher have expectations that are appropriate for five and six year old children?
5. Does the teacher allow the children to learn through discovery?

Parenting and Community

1. Does the teacher promote open communication with the parents to establish a working relationship in the education of the child?
2. Do school personnel make an effort to inform the community of the early childhood education program and to involve them as resource people?

LIST OF AVAILABLE RESOURCES

Books and periodicals

Audio-visual materials

Community resources (people, places)

Pictures

Manipulatives

Regional Service Center

Other(s):

NEEDS AND RECOMMENDATIONS

A. Physical

1. Inside environment

2. Outside Environment

B. Staffing

C. Materials/Resources

D. Program changes

E. Other(s)

(Example: Vision and Hearing Screening)

TEACHER CHECKLIST

Prepare a checklist of essential skills for use with students by curriculum area.

NOTE: These would be based on skills identified on page # 15 .

PROGRAM DESCRIPTION

Prepare a brief program description for use with parents for enrollment purposes.

EXAMPLE:

> Kindergarten is a program designed to meet the needs of the young child in the areas of social, emotional, physical and cognitive learning.
>
> The Kindergarten curriculum is unique in its activity-based approach to a curriculum composed of the following areas:

Communications	Social Studies
Math	Art
Motor	Music
Health	Safety